

Do it Now! Activity



Whiteboards at the ready!

LO1

5 rights?

LO2

3 care values?

(9 Early Years Values of Care?)

PIES?

Examples of settings?

LO3

5 pieces of legislation?

Key groups?

Do it Now! Activity

LO1

5 rights? **CCCPE**

LO2

3 care values?

PED MC PIRB

(9 Early Years Values of Care?)

PIES?

**Physical, intellectual,
emotional, social**

Examples of settings?

**Social, Health, Early
Years**

1. Ensuring the **welfare** of the child is **paramount**
2. Keeping children **safe**, and maintaining a safe and healthy environment
3. Working in **partnership** with parents/guardians and families
4. Encouraging **children's learning** and development
5. Valuing **diversity**
6. Ensuring **equality** of opportunity
7. Practising **anti-discrimination**
8. Ensuring **confidentiality**
9. Working with **other professionals**

LO3

5 pieces of legislation?

Equality Act 2010

Children Act 2004

Data Protection Act 1998

HASAW Act 1974

Mental Health Act 2007

Key groups?

Children and young people

Men and women

Older adults

People with disabilities

Ethnic minority groups

Vulnerable people



Understand how personal hygiene, safety and security measures protect individuals

Lesson title

Personal Hygiene Measures

Learning Intent – LO4

- Understand person hygiene measures and how they protect
- Understand barrier methods and how they protect

Success Criteria

- Know personal hygiene measures and how they protect individuals
 - Know hand-washing routines and when hand-washing is essential
 - Know the barrier methods of preventing the spread of infection
 - Appropriate clothing, disposable gloves, hairnets/hygiene hats/disposable aprons, face masks, surgical garments and overshoes
- Know and define key words

MB1 - Basic

MB2 - Sound

MB3 - Thorough

Personal hygiene measures

www.livescience.com found that people touched their faces an average of **3.6 times per hour**, and common objects an average of **3.3 times per hour**.

This rate of self-touching means that people likely get germs on their hands much more frequently than they wash germs off their hands, according to the study!

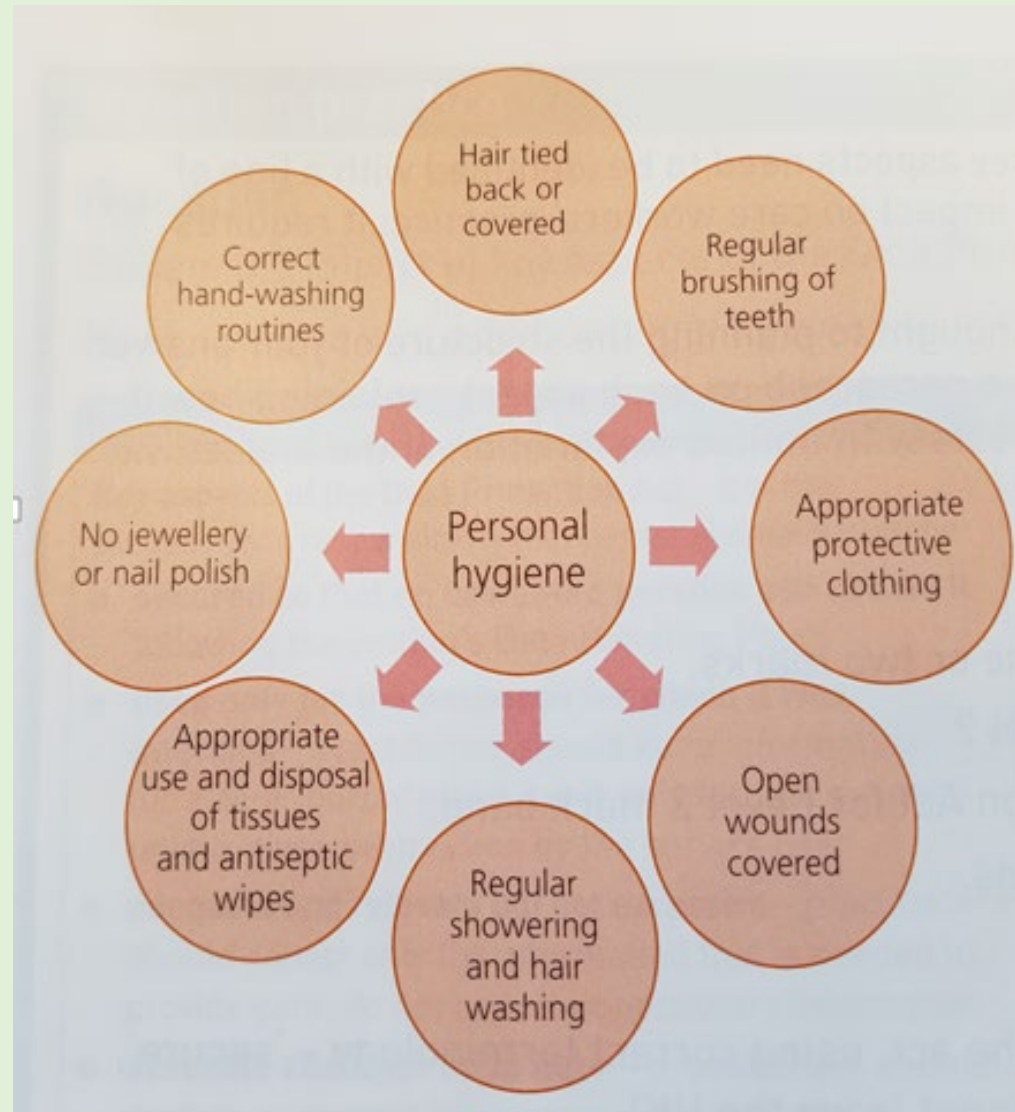
Personal hygiene measures for care workers

Hygiene when serving and preparing food

Wash and dry hands thoroughly [redacted] and [redacted] touching food

Avoid [redacted] and [redacted] near food. Use a tissue and dispose of it straight away

Wash hands straight away after using a tissue and before [redacted] any [redacted] or utensils



Food should not be **prepared** by anyone who is unwell ([redacted] or cough/cold) as [redacted] can spread to the food

Cuts and scratches should be covered with a [redacted] [redacted] paster

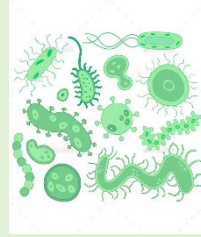
Hair should be tied back or [redacted] with a hairnet or food [redacted] [redacted]

A **clean apron** or [redacted] should be worn to prevent bacteria from [redacted] coming into [redacted] with food

Maintaining good hygiene means that you can stop the spread of infection.

Personal Hygiene:

Prevents the transfer of bacteria



Correct hand washing routines can destroy bacteria and therefore people carry fewer bacteria

Disposing of tissues and antibacterial wipes properly prevents the spread of infection

Barrier methods reduce and prevent the spread of infection. Such as:



Not wearing jewellery means bacteria doesn't get trapped



Regular showers and cleaning teeth means you carry less bacteria

Not wearing nail varnish removes the risk of contaminating wounds/food



Hair tied back means that it doesn't fall into food and contaminate it with any bacteria



Protective Clothing (barrier method)

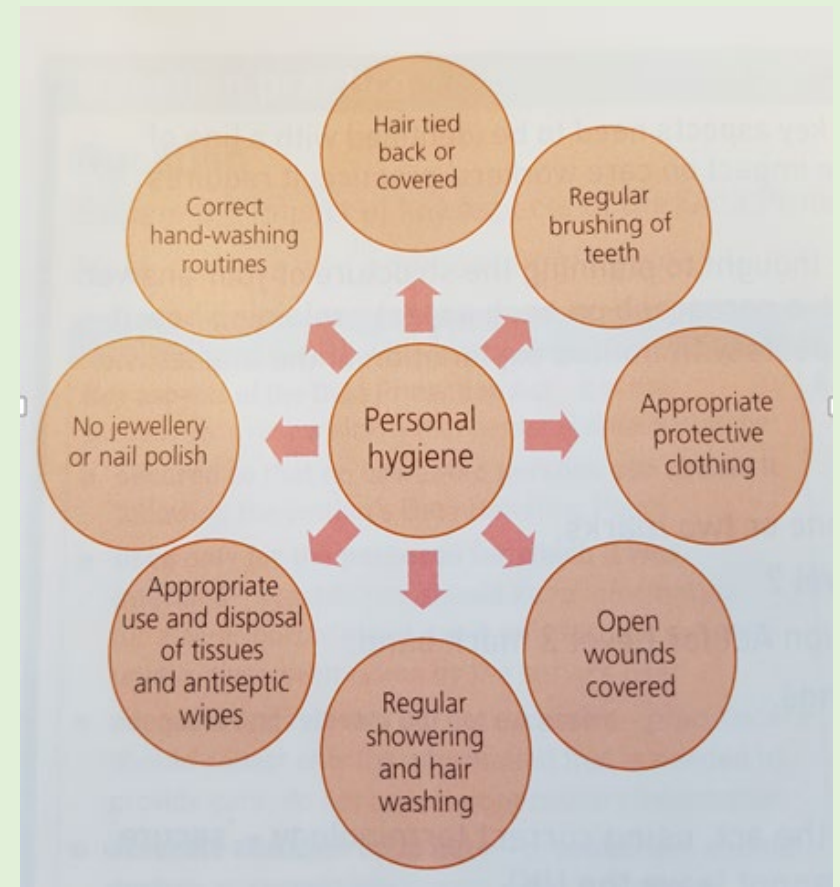
Clothing can prevent the transfer of bacteria from a care worker to a service user (and vice-versa), sometimes called PPE.

When would you wear these items of PPE? Why are they important to wear? How does it protect?



Test Yourself

1. Give the meaning of personal hygiene
2. Explain why care workers should not wear jewellery or nail polish
3. Explain how good personal hygiene protects service users
4. Explain how good personal hygiene protects care workers
5. List 4 personal hygiene rules for someone working in a care setting
6. Why is each hygiene measure (diagram right) important?
7. Give 4 examples when care workers should wash their hands
8. Describe the hand-washing routine to a child
9. Explain why thorough hand-washing is important in a care setting
10. Identify 3 examples of protective clothing that could be worn by a care worker changing soiled bed sheets for a care home resident.



Key Words – know the definitions:

Bacteria
Cross-contamination
Contamination

Answers

1. Practices to keep yourself clean, in order to prevent illness and the spread of disease.
2.
 - a) Jewellery can trap bacteria; not wearing it, removes places for bacteria to be trapped,
 - b) Jewellery can scratch, for example, when lifting and handling patients,
 - c) Jewellery can get caught on things, e.g. a long chain, and possibly cause injury,
 - d) Nail polish can chip or flake off, for example, into food or a patient's wound,
 - e) Not wearing nail polish prevents contamination.
3. Explanations could include:
 - a) they are not exposed to bacteria from other service users the practitioner has been caring for
 - b) reduces levels of cross-contamination
 - c) less risk of suffering from food poisoning
 - d) infections will not spread as easily.
4. Explanations could include:
 - a) reduces the spread of infection
 - b) will not pass on bacteria to their service users
 - c) prevents illness
 - d) clean hair and teeth carry less bacteria
5.
 - a) hair tied back or covered
 - b) regular showering
 - c) regular hair washing
 - d) regular brushing of teeth
 - e) correct hand washing routines
 - f) open wounds covered
 - g) no jewellery
 - h) no nail polish.

Answers

6. See diagram

7. Any four from:

- before putting on and after removing disposable gloves
- before and after treating wounds or caring for a sick or injured person
- before and after providing personal care for an individual such as feeding them or helping them get dressed
- before and after changing a nappy or incontinence pad
- before and after preparing or handling any food
- after handling clinical waste
- after clearing up rubbish and putting it in the bin
- after clearing up toys or equipment
- after using a tissue to blow your nose
- after touching your face or hair
- after using the toilet.

8. Handwashing routine for a child - using simple language and short descriptions.
Aspects to include:

- wet hands, soap
- palms and back of hands
- fingers
- tips of fingers
- wrists
- rinsing and drying.

9. The most common way of spreading bacteria is by the hands

- germs accumulate on the hands
- an individual touches, surfaces, objects and people throughout the day
- frequent hand washing limits the transfer of bacteria and viruses
- hand washing reduces the chance of spreading infections

10. disposable aprons, disposable gloves, rubber gloves, face masks, hair-nets or hygiene hats, overalls, overshoes, surgical garments

Do it Now! Activity



Whiteboards at the ready!

LO2

9 Early Years Values of Care?

LO3

9 Protected characteristics?

2 key aspects from:

Children Act

Data Protection Act

Health & Safety at Work Act

Do it Now! Activity

9 Early Years Values of Care

1. Ensuring the **welfare** of the child is **paramount**
2. Keeping children **safe**, and maintaining a safe and healthy environment
3. Working in **partnership** with parents/guardians and families
4. Encouraging **children's learning** and development
5. Valuing **diversity**
6. Ensuring **equality** of opportunity
7. Practising **anti-discrimination**
8. Ensuring **confidentiality**
9. Working with **other professionals**

9 Protected characteristics

1. Age
2. Disability
3. Gender reassignment
4. Marriage and Civil Partnership
5. Pregnancy and Maternity
6. Race
7. Religion or belief
8. Sex
9. Sexual orientation



Understand how personal hygiene, safety and security measures protect individuals

Lesson title Emergency Procedures

Learning Intent – LO4

Understand the impact of safety procedures and measures

Success Criteria

- Know safety procedures and safety measures
- Know the difference between a fire procedure and fire safety measures
- Know and define key words

MB1 - Basic

MB2 - Sound

MB3 - Thorough

Which is it:

- Safety procedures

Evacuation
procedures for ?

- Safety Measures

Fire safety notice

Signs indicating **fire**
doors and assembly
points

Fire blanket in
kitchen area

Fire extinguisher by
exits

Specific action

First aiders

Set of actions

Bomb scare
Fire
Intruders
Gas leak
Flood

How emergency procedures protect individuals?

1. Ensures that everyone is kept as [redacted] as possible and away from danger **reassured**
2. Ensure care settings comply with [redacted] & [redacted] legislation **trust**
3. Provide staff with [redacted] so they know what to do in an [redacted] **emergency**
anxiety
4. Enable staff to take quick and efficient action to remove service users and staff from [redacted] **service users**
5. Provides guidance so [redacted] [redacted] know what to do in an emergency **guidance**
6. Individuals will be [redacted] as they know these procedures exist to help them in an [redacted] **safe**
danger
7. Awareness that staff are trained to deal with emergency situations reduces [redacted] for service users and instils [redacted] **Health & Safety**
emergency

How emergency procedures protect individuals?

1. Ensures that everyone is kept as **safe** as possible and away from danger
2. Ensure care settings comply with **Health & Safety** legislation
3. Provide staff with **guidance** so they know what to do in an **emergency**
4. Enable staff to take quick and efficient action to remove service users and staff from **danger**
5. Provides guidance so **service users** know what to do in an emergency
6. Individuals will be **reassured** as they know these procedures exist to help them in an **emergency**
7. Awareness that staff are trained to deal with emergency situations reduces **anxiety** for service users and instils **trust**

Test Yourself

1. List 4 point that should be included in a care setting fire evacuation procedure
2. How does the fire evacuation procedure benefit service users and service providers
3. State 4 safety measures that a Day Centre should have in place to protect individuals using the care setting
4. How does a care setting work out how many trained first aiders are needed?

Little Flowers Pre-school provides day care for children aged 3 to 5 years. Read the following extract from the Little Flowers Pre-school 'Mission Statement', then answer the questions.

Little Flowers Pre-school

We promise to:

- work together with parents
- respect and value children as individuals
- provide a broad curriculum to promote children's development
- be aware of and sensitive to any cultural differences
- never discriminate against any child or parent on the grounds of any protected characteristic
- maintain high standards of safety
- maintain standards of hygiene at all times

Explain ways staff at Little Flowers Pre-school could maintain high standards of safety to protect the children.

Your answer must include:

- examples of ways to maintain safety
- explanations of how this protects children.

Methods for reducing risk / danger

- risk assessments - activities / outings / equipment etc
- DBS checks for staff
- checks / Pat testing of electrical equipment
- replacement programme for old or worn out play equipment
- checking for damaged or worn floor coverings etc
- spillages cleaned up immediately - wet floor signs
- teaching children about danger / what is or isn't safe

Methods for reducing the spread of infection

- toys and equipment cleaned regularly
- general cleanliness - surfaces, bins, floors cleaned / disinfected
- wearing disposable gloves - food preparation / first aid
- teaching children hand washing routines

Procedures to prevent accidents and promote good practice

- training programmes - manual handling / first aid / safeguarding
- emergency procedures - evacuation plans / fire drills
- reporting system for damaged or faulty equipment
- supervision - staff to pupil ratio
- health and safety policies

How it protects:

- prevents accidents
- prevents injuries to children
- reduces risk - results in a safer environment
- improves hygiene - helps prevent the spread of infections / germs / cross infection
- a good standard of safe equipment is maintained
- no worn out, potentially dangerous equipment / toys in use
- staff know how to react in an emergency - fire etc
- enables staff to take quick, efficient action to remove children from danger / give first aid
- provides guidance for staff so they know what to do to keep children safe at all times